

2020 Annual Report

Wollongong High School of the Performing Arts



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Introduction

The Annual Report for 2020 is provided to the community of Wollongong High School of the Performing Arts as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Wollongong High School of the Performing Arts offers a fully integrated academic and arts curriculum that focuses on excellence, providing quality teaching and learning. The school develops creative thinkers for the 21st century, fostering educational partnerships with students, staff, parents, the community, tertiary institutions, educational partners and professional industries. The school cultivates holistic wellbeing through the core values of safety, tolerance, achievement and respect which provide the basis for a dynamic and caring school.

School context

Wollongong High School of the Performing Arts is a culturally diverse, co-educational high school that focuses on the arts in a specialised environment. The twin goals 'academic excellence' and 'excellence in the performing arts' have succinctly summed up the school's purpose and focus for a number of years. The school, however, provides much more than our highly regarded academic and performing arts programs. All students are encouraged to pursue their goals and are given every opportunity to achieve their full potential through a broad and flexible curriculum with an emphasis on quality teaching.

Wollongong High School of the Performing Arts has an enrolment of 1170 students, including 52 Aboriginal students, with 65% of students enrolled at the school by auditioning in Dance, Drama, Music and Visual Arts.

The school also operates a behaviour complex that is located in Wollongong known as the Smith Street Unit. The Smith Street Unit comprises three ED classes.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Strategic Direction 1

Educational Impact

Purpose

To create an educational platform for our school community that provides the tools and structures to foster sustainable practice for innovative independent learners.

Improvement Measures

Formative assessment practices will be identified and embedded within all faculty programs.

We will also focus to increase the proportion of students achieving bands 7 or 8 in Year 9 NAPLAN.

Progress towards achieving improvement measures

Process 1: Implemented whole school integrated approach to reducing Formal Assessment tasks and implementing formative assessment practices across all KLA's and stages.

Evaluation	Funds Expended (Resources)
Head Teachers to present programs of study with embedded essential questions. Staff to report back on implementation of essential questions. Each HT to present Faculty Plan at Exec meeting. Assessments to be mapped across the school. Review of all essential questions used in programs across the school in all KLAs. Literacy for Learning - delayed due to Covid. For implementation in 2021.	Faculty meeting - working lunch - HTs present Faculty plans outlining the implementation of essential questions across the KLA.HT Allocation. Literacy for Learning Texts - distributed to all staff.

Process 2: Whole school Literacy and Numeracy program that is developed based on data to improve writing and grammar focusing on stage 4 and 5.

Evaluation	Funds Expended (Resources)
Ongoing roll out - delayed due to Covid.	TPL provided for staff survey SCOUT, etc. Professional development time allocated for staff to discuss strategies. Evidence of differentiation in teaching programs. Allocated time for review.

Strategic Direction 2

Community Connections

Purpose

To develop effective connections and partnerships across our community which create innovative and dynamic learning opportunities for staff and students.

Improvement Measures

Increase in levels of satisfaction across the school community in regards to partnership programs. Survey of community members.

Increased focus on developing educational partnerships with outside agencies to improve student educational outcomes. Survey of students in relation to satisfaction of partnerships.

Increased levels of satisfaction in regards to school community publications including school website and other information materials.

Progress towards achieving improvement measures

Process 1: Effective collaboration between the Smith Street Unit and outside agencies to develop and sustain ongoing opportunities for students and staff. Staff focus on developing skills to build greater understanding of the dynamic learning requirements of our students cohort and celebration of the achievement of learning outcomes.

Evaluation	Funds Expended (Resources)
Evaluation carried out with support from HTs at WHSPA. Delayed due to Covid.	Relief time for staff

Process 2: Establishing innovative community partnerships which promote high quality educational opportunities for students. The school engages in effective collaborations between parents, students and the community that inform and support innovative educational opportunities.

Evaluation	Funds Expended (Resources)
Survey of teachers, parents and students at partner primary schools. Program writing for Stages 3 and 4 Maths programs delayed due to Covid. For implementation in 2021.	Relief time for CoS Maths and WHSPA Maths staff.

Process 3: Streamlined, flexible processes exist to deliver services and information in the ongoing support of community engagement and satisfaction. The school will analyse feedback from community members to plan effective and highly structured communication systems.

Evaluation	Funds Expended (Resources)
Collated responses presented to all staff. Delayed due to Covid.	Ongoing relief and targeted SASS support.

Strategic Direction 3

Connect Succeed Thrive - Contemporary Wellbeing

Purpose

To create a more engaging, more creative, more disciplined and calmer environment that supports exciting teaching and enthusiastic learning for all students and staff with their wellbeing critical to our success.

Improvement Measures

Improve attendance procedures across the school to ensure that every student is known and cared for.

Collection of data that reflects wellbeing processes in line with the Wellbeing Framework.

Continue to run and Implement wellbeing programs that reflect the Wellbeing Framework and meet the diverse needs of our student body.

Increase the level of knowledge (student/teacher/parent/staff) in regards to WHSPA's whole school approach to wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Evaluate, review and update school policies to promote a school culture of positive wellbeing. Consult and educate all staff on school policies.

Evaluation	Funds Expended (Resources)
SWOT Analysis	Millennium Google Team Drive Google Classroom

Process 2: Implement relevant and contemporary student wellbeing programs that result in happy and engaged students.

Evaluation	Funds Expended (Resources)
Online evaluations undertaken and reported back to key stakeholders. Evaluation of R U OK Day lessons and Event through Google Forms. Communicated to staff and WHSPA community. WHSPA Website site analytics. Delayed due to Covid-19. PD-Google Forms to see understanding of the website.	Websites/Millennium. Community Links-Mental health/wellbeing providers Google Sites Wellbeing Team SRC Whole School Transition Team Google Forms Homework Committee Staff PD Millennium Senior Executive

Progress towards achieving improvement measures

Online evaluations undertaken and reported back to key stakeholders.

Evaluation of R U OK Day lessons and Event through Google Forms. Communicated to staff and WHSPA community.

WHSPA Website site analytics. Delayed due to Covid-19.

PD-Google Forms to see understanding of the website.

Executive at school

Process 3: Implement processes to ensure student attendance is monitored and maximised and develop procedures for targeting specific students.

Evaluation	Funds Expended (Resources)
<p>Program Evaluation - Self Assessment</p> <p>Wellbeing website</p> <p>Evaluations to be concluded and communicated back to staff, parents/carers, wider school community members.</p> <p>This information will be delivered through the new WHSPA Wellbeing site that comprehensively details program overview, the steps involved to run the programs offered at WHSPA and the program evaluations. This is to increase consistency moving into the future.</p> <p>Attendance data and processes to be used to inform future practice and policy.</p> <p>HUB data to be reviewed - completed and included in Situational Analysis.</p> <p>YAM Survey</p> <p>Millennium data review.</p> <p>Reduction in students not meeting course outcomes - for further development in 2021.</p> <p>Data to be collated from Homework Committee and presentation of findings and recommendations to Senior Executive/Executive. Data is used to build and drive WHSPA policy.</p>	<p>Wellbeing Team</p> <p>Whole School</p> <p>Google Forms.</p> <p>Homework Committee</p> <p>Millennium</p> <p>Wellbeing meetings</p> <p>Millennium data review.</p> <p>Transition Team</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staff relief for report writing.</p> <p>Casual Relief - student resources. Aboriginal loading - \$5.000.</p> <p>0.2 funding for H/W club.</p> <p>Relief for WHSPA staff to attend Primary schools - Aboriginal background \$3.000. Ongoing procedures.</p> <p>Casual relief time</p>	<p>All Aboriginal students have a PLP.</p> <p>PLPs are accessed via Millennium - allowing all staff to have access.</p> <p>Review PLP writing day so as to include Stage 3 students and families from partner primary schools. Discussion at CoS meetings.</p>
Low level adjustment for disability	<p>\$4.000 initial funding.</p> <p>\$41.645.</p> <p>Funding from teacher in HUB.</p> <p>SLSO funding.</p> <p>Ongoing.</p> <p>CoS Funding \$4.000.</p> <p>Ongoing CoS funding.</p>	<p>Evaluation and survey of all stakeholders.</p> <p>Survey of all stakeholders.</p> <p>Analysis of data provided by teacher - anecdotal as well as formal data.</p> <p>Surveys of SLSO and parents and students.</p> <p>Ongoing assessment and evaluation in consultation with staff.</p> <p>Consultation with various staff involved in the process.</p> <p>Survey of all staff involved.</p> <p>Evaluations to be finalised and discussed next year.</p>
Socio-economic background	<p>Homework club funding.</p> <p>0.2 staffing \$20.823.</p> <p>Ongoing.</p> <p>Ongoing homework club funding - staffing.</p> <p>Ongoing staffing - homework club.</p> <p>Staffing homework club.</p> <p>Homework club staffing.</p>	<p>Collation of results - what was achieved in the homework club.</p> <p>Analysis of student numbers attending.</p> <p>Ongoing evaluation.</p> <p>Data provided to school senior executive for evaluation.</p> <p>Ongoing.</p> <p>Analysis of data.</p> <p>Survey results provided to Senior Executive.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	437	433	439	424
Girls	718	755	769	774

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.1	93.6	92.3	94.2
8	91.2	89.2	90.4	91.8
9	88.4	89.9	89.1	91.7
10	89.4	87.5	87.8	89.4
11	88.5	88.4	87.9	90.8
12	88.2	88.9	87.6	89
All Years	89.8	89.7	89.3	91.3
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	1	1
Employment	1	2.5	18
TAFE entry	1	1	13
University Entry	N/A	N/A	54
Other	0.5	1	13
Unknown	N/A	N/A	1

As per tradition many of the 2020 HSC cohort have chosen to undertake a university degree in 2021. The University of Wollongong (UOW) still remains the preferred option for many of the former WHSPA students, though an increasing number are choosing to accept an offer and undertake further study at a Sydney based university. Degrees requiring students to undertake at least one science subject are increasing in popularity with approximately 58% of Wollongong HSPA students who have chosen University as their pathway for 2021 enrolling in such degrees, particularly those degrees relating to health based careers.

Many students are also working part-time whilst undertaking their university degree. Retail and hospitality based casual and/or part-time jobs are still the most popular. An increased number of those students who have gained full-time employment have taken up traineeships or apprenticeships in 2021. Particularly pleasing has been an increase in the number of females undertaking an apprenticeship in a non-traditional area.

Another significant change in 2020 was the number of students electing to undertake further study through institutions requiring direct application rather than through the traditional UAC pathway. Many of WHSPA's performing arts students previously elected to apply directly to institutions such as Academy of Music and Performing Arts, JMC Academy and Australian Film Television and Radio School as well as interstate performing arts academies, but due to the uncertainty around COVID-19, this number was significantly down in 2020.

The majority of students from Years 10 and 11 are electing to continue their study and completing their HSC. Most that exit school are either leaving to start an apprenticeship or traineeship or to undertake a full-time course either at TAFE or another RTO in their chosen field of interest.

In 2020 28% of Year 12 students and 30.5% of Year 11 students were enrolled in a Vocational Education Training (VET) course. The skills that these students developed through undertaking these course/s assisted many of them in obtaining casual and/or part-time employment.

Year 12 students undertaking vocational or trade training

30.64% of Year 12 students at Wollongong High School of the Performing Arts undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Wollongong High School of the Performing Arts expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	64.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	2
School Administration and Support Staff	17.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,519,288
Revenue	13,989,965
Appropriation	13,595,545
Sale of Goods and Services	59,443
Grants and contributions	311,748
Investment income	2,544
Other revenue	20,684
Expenses	-13,755,220
Employee related	-12,561,233
Operating expenses	-1,193,987
Surplus / deficit for the year	234,744
Closing Balance	1,754,033

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	302,884
Equity Total	548,520
Equity - Aboriginal	51,324
Equity - Socio-economic	105,268
Equity - Language	178,004
Equity - Disability	213,925
Base Total	11,988,759
Base - Per Capita	294,363
Base - Location	0
Base - Other	11,694,397
Other Total	582,158
Grand Total	13,422,322

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

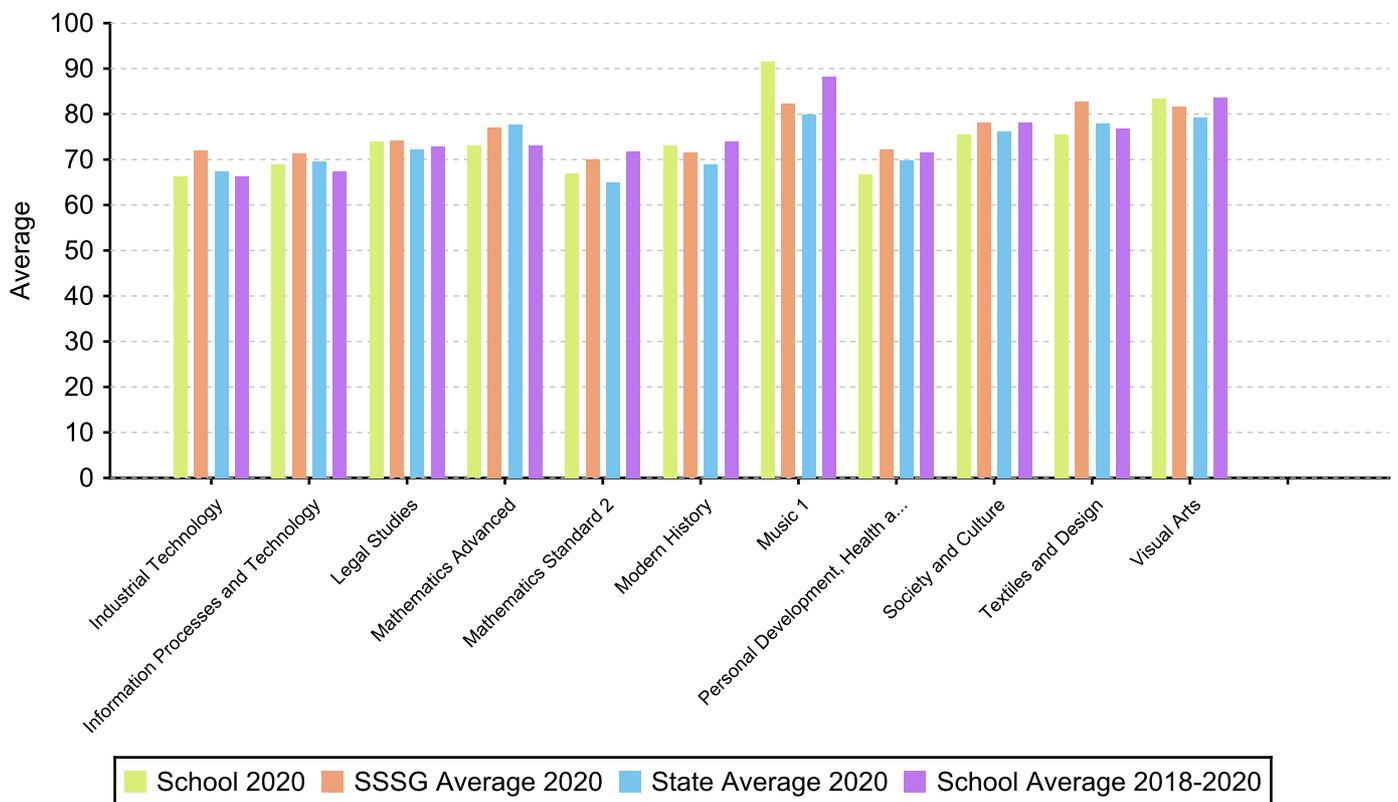
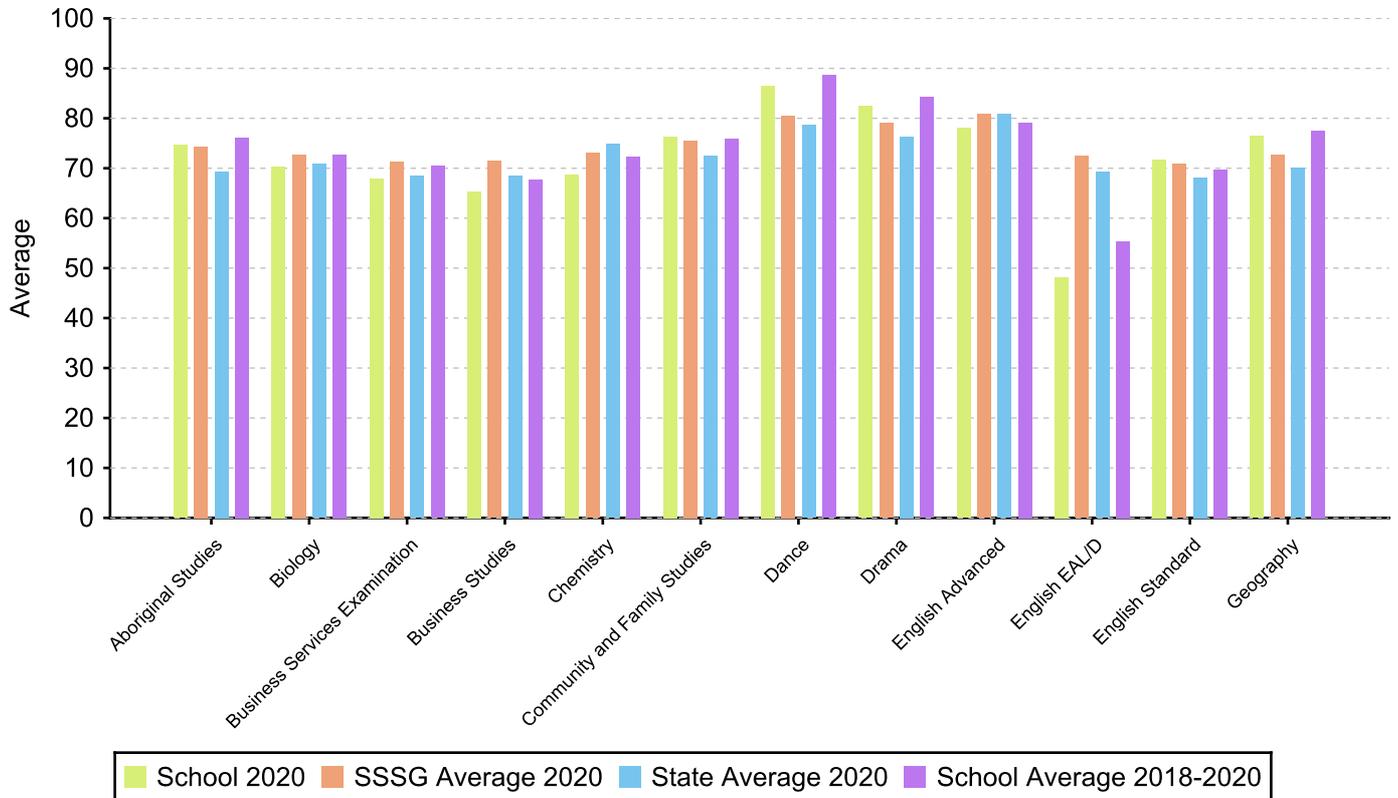
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Aboriginal Studies	74.6	74.3	69.3	76.2
Biology	70.3	72.7	70.8	72.7
Business Services Examination	68.0	71.4	68.5	70.5
Business Studies	65.4	71.4	68.6	67.8
Chemistry	68.7	73.1	74.8	72.3
Community and Family Studies	76.3	75.5	72.4	76.0
Dance	86.5	80.5	78.6	88.6
Drama	82.4	79.1	76.4	84.2
English Advanced	78.0	80.8	80.8	79.1
English EAL/D	48.2	72.4	69.3	55.4
English Standard	71.7	70.9	68.1	69.7
Geography	76.4	72.6	70.1	77.5
Industrial Technology	66.2	71.9	67.5	66.3
Information Processes and Technology	68.9	71.3	69.6	67.4
Legal Studies	73.9	74.1	72.1	72.8
Mathematics Advanced	73.0	77.0	77.7	73.0
Mathematics Standard 2	67.0	69.9	64.9	71.7
Modern History	73.1	71.5	68.9	73.9
Music 1	91.6	82.2	79.8	88.2
Personal Development, Health and Physical Education	66.8	72.3	69.9	71.6
Society and Culture	75.5	78.0	76.2	78.2
Textiles and Design	75.6	82.8	77.9	76.8
Visual Arts	83.5	81.7	79.2	83.6

Parent/caregiver, student, teacher satisfaction

Parents have shown support for the school through attendance at the P and C and Parent/Teacher nights, although these opportunities were severely hampered due to the Covid-19 pandemic in 2020.. The P and C continues to be part of merit selection panels. We also have large numbers of parents attending school performances, showcase evenings, regional Performing Arts and sporting events although this was once again severely affected in 2020 due to the Covid-19 pandemic.. The Parent community was extremely positive in regards to the way the school provided communication during the Covid-19 pandemic. Feedback sought via online social platforms was also overwhelmingly positive. Largely, levels of staff satisfaction at the school are very high. A large proportion of staff commented on the fact that they enjoyed working at the school and that they feel valued at the school. Similarly, staff felt that they gained support at the school and that their contributions were valued. During the pandemic, the school was flexible in how staff were provided with support - various professional learning opportunities were offered via online platforms allowing staff to work from home. Updates in regards to the pandemic were provided to staff via Millennium. In the lead up to the new School Improvement Plan students, staff and the wider community were consulted in regards to various aspects of the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.